

# READER'S GUIDE

**T**his guide is designed to enrich your reading of the articles in this issue. You may choose to read them on your own, taking notes or jotting down answers to the discussion questions below. Or you may use the guide to explore the articles with colleagues.

For example, many teachers discuss *Forum* at regularly scheduled meetings with department colleagues and members of teachers' groups, or in teacher-training courses and workshops. Often, teachers choose an article for their group to read before the meeting or class, then discuss that article when they meet. Teachers have found it helpful to take notes on articles or write a response to an article and bring that response to share in a discussion group. Another idea is for teachers to try a selected activity or technique described in one of the articles, then report back to the group on their experiences and discuss positives, negatives, and possible adaptations for their teaching context.

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## From Practice to Publication: Two Case Studies of ESOL Teachers (Pages 2–12)

### Pre-Reading

1. What is your experience with writing for publication?
2. How well do you feel you understand the process for getting your work published? What questions do you have?
3. Are there people—colleagues, current or former teachers, friends, and others—you would feel comfortable sharing your writing with? Are you confident they would give you honest and helpful feedback?
4. What would be your strongest motivation for writing an article and trying to publish it? What is the main thing that might prevent you from doing that?
5. a colleague, and take time to give honest answers to each. What ideas do you come up with?
2. What can you learn from the case studies the authors provide? Which case study—or other example mentioned in the article—seems most relevant to you and your writing situation?
3. Notice that this article was written by three people. Would you be willing to collaborate on an article? What are the advantages of writing an article with one or more co-authors? Can you think of any drawbacks?
4. What journals, newsletters, or other publications are you familiar with? Which might be the most likely place for you to consider publishing your work?

### Post-Reading

1. Many people find that settling on a topic is one of the main barriers to writing an article. In the section “What to Write About,” the authors present five questions designed to guide you toward choosing a topic. Go through the questions, by yourself or with
5. If you teach writing, can you think of any advice you give to your students that you could follow yourself to increase your chances of writing an article and getting it published?

6. The authors discuss some of the experiences they have had sharing their work and meeting regularly with others to talk about and develop articles. Try starting a small group

focused on sharing and developing ideas for writing. What questions can you ask one another to get started?

## Enhancing English-Using Self-Images with Nonnatives as Models (Pages 13–23)

### Pre-Reading

1. What does the term “English-using self-images” suggest to you?
2. If you use a model of spoken English for your students, who do you choose? A native speaker (NS) of English? Yourself? Do you ever use nonnative speakers (NNSs) of English as models?
3. After you read the title, what do you expect to gain by reading the article?
4. What questions does the title raise? Write down at least one question that comes to your mind. When you finish reading the article, check back and see whether the article addressed your question.

### Post-Reading

1. The article describes activities for using NNSs as models for English language learners. Do you agree with this approach? What are potential strengths? Are there any possible drawbacks?
2. How important is it to your learners that their spoken English is similar to that of an NS? How important is it to you?
3. At the beginning of the article, the author introduces the concepts of English as an international language (EIL), world Englishes (WE), and English as a lingua franca (ELF), then says that in many parts of the world,

“these notions have not yet made their way into English language education.” How relevant are these concepts where you teach? How have they influenced your teaching and your attitudes toward language use and your students’ learning?

4. The author emphasizes the importance of monitoring students’ reactions at various times as they complete the activities. Why do you think this is important? Do you make a habit of monitoring students’ reactions to lessons in the classes you teach? If you use this author’s activities in any of your classes, try monitoring your students’ reactions and compare the results with the findings presented in the article.
5. Think about the courses you teach. How could you incorporate the activities from the article into any of those courses? Would your purpose(s) for using these activities be the same as the author’s?
6. In Activity 2, the author—teaching in Japan—describes using recordings of “well-known Japanese individuals speaking English.” With your colleagues or students, make a list of individuals from your country who have learned to speak English, find recordings of them speaking English, and try the author’s activity with your students. What are their reactions? Can you think of other ways to use the recordings for your students’ benefit?